

**TYCA Sessions**  
**Wednesday, March 9, 2022**

**TYCA Opening Session: 11:00 a.m.–12:00 p.m. ET**

TYCA-Opening Welcome - Program Chair Charissa Che Welcome - TYCA Executive Committee Members  
Joanne Giordano & Sarah Z. Johnson Tribute to the late Mike Rose Speaker - Cheryl  
Hogue Smith

**Speakers:** Charissa Che, Queensborough Community College, Bayside, NY  
Joanne Giordano  
Sarah Z. Johnson, Madison College, Brooklyn, WI  
Cheryl Hogue Smith, Kingsborough Community College of the City University of New  
York  
Carolyn Calhoon-Dillahunt, Yakima Valley College, Zillah, WA  
Justin Jory, Salt Lake Community College

**A Sessions: 12:15–1:15 p.m. ET**

TYCA-A.1 Storytelling/Narratives as a Means of Student Agency

The presenter will share a writing walk and reflection activity used in developmental writing courses to engage students in reflective writing for learning and self-care.

In this presentation, the speaker reflects on how using stories of personal academic struggle and failure could be used to model vulnerable storytelling to students and complicate their understanding of the academic process and the meaning of success in developmental writing courses.

Synthesizing literacy pedagogy, composition studies, and archival practices, this presentation shares an approach to first-year writing instruction that invites students to connect their pasts, presents, and futures as individuals while cultivating a sense of community. The MeSearch/WeSearch project guides students to analyze their identities through textual, material, visual, and sonic artifacts.

**Speakers:** Ekaterina Goodroad, University of Wisconsin-Whitewater at Rock County, “Reflective Writing as a Tool for Learning and Self-Care”  
Jason McCormick, University of Nebraska, Lincoln/Southeast Community College, “When Being ‘Bad at School’ Isn’t So Bad: Disclosures and the Developmental Writing Classroom”  
Helen Plevka, Illinois Central College, “Writing as Archiving: Cultivating Community through the MeSearch/WeSearch Project”

TYCA-A.2 Using Literature to Teach Social Justice

This presentation discusses the use of Shakespeare's *Othello* as a starting point for implicit bias as a research topic in community college English courses.

This talk offers two-year college teachers ideas and lesson plans for dismantling anti-Asian stereotypes in literature courses. Specifically, it focuses on Allen Kopp's online short story "Butterfly's Revenge" as an antiracist revision of Giacomo Puccini's 1904 opera, *Madama Butterfly*. The speaker will share lesson plans, writing prompts, and a formal assignment.

**Speakers:** Renee Bryzik, St. Clair County Community College, "Implicit Bias Training: Researching and Rethinking Othello in the English Composition Classroom"  
Joseph Janangelo, Loyola University Chicago, "Countering Anti-Asian Hatred in a First-Year Literature Class"

TYCA-A.3 Teaching from the Heart: A Practice for Compassion in the Classroom

Teaching from the heart, or teaching with compassion, enhances classroom learning and fosters a classroom community. In the aftermath of the pandemic and heightened racial violence, compassion in the classroom is a healing tool. Teaching from the heart is also a vital tool for inclusiveness.

**Speakers:** Cherisa Shane, Community College of Philadelphia / Indiana University of Pennsylvania  
Marta Scherbakova, Indiana University of Pennsylvania, DePaul University  
Colleen Bond, New Mexico State University Alamogordo, Indiana University of Pennsylvania, BYU

TYCA-A.4 Mobilizing New Modalities: Co-Requisite Writing Curriculum during COVID

This "troubleshooting" session will discuss the trials and tribulations of and lessons learned in the past year as the Kirkwood faculty share (early and inconclusive) data along with anecdotes, assignments, assessments, and other curricular and teaching strategies.

**Speakers:** Marci Bowden, Kirkwood Community College, Cedar Rapids, IA  
Chris Cronbaugh, Kirkwood Community College, Cedar Rapids, IA  
Sondra Gates, Kirkwood Community College, Cedar Rapids, IA  
Timothy Robbins, Kirkwood Community College, Iowa City, IA  
Heather Strempeke-Durgin, Kirkwood Community College, Cedar Rapids, IA  
Shelby Myers, Kirkwood Community College, Iowa City, IA

TYCA-A.5 Beyond Access: Shifting Pedagogies in the Humanities to Engage “Nontraditional” Students

How do we approach teaching Plato's Allegory of the Cave differently when our students are literally, not metaphorically, incarcerated? How can Sartre's *No Exit* help prepare low-income students for college? This discussion explores how traditional humanities seminars are being reinvented to accommodate the rising population of “nontraditional” students.

**Speakers:** Kevin Mullen, University of Wisconsin-Madison, Madison, WI  
Nathan Murray, University of Wisconsin-Madison, Toronto, ON  
Paul Hansen, Bard Early College, Cleveland, OH

TYCA-A.6 Revising Developmental Writing for Sustainable Success

English faculty from the Community College of Allegheny County will describe scalable, holistic program reforms to address achievement gaps and to improve outcomes for nonwhite, first-generation students in developmental writing courses. The purpose of this session is to introduce the CCAC model to our colleagues at other institutions, with the intent of collaboration and idea sharing.

**Speakers:** Ashleigh Fox, Community College of Allegheny County, Pittsburgh, PA  
Angela Gaito-Lagnese, Community College of Allegheny County, Pittsburgh, PA  
Ann von Waldenburg, Community College of Allegheny County, Pittsburgh, PA  
Elizabeth Throesch, Community College of Allegheny County, Pittsburgh, PA

TYCA-Special A Outstanding Programs in Two-Year College English Departments

This session features two recent recipients of TYCA's Diana Hacker Outstanding Programs in English Award. Speakers will highlight their award-winning programs, and attendees will hear about the process of nominating their programs and criteria for evaluation.

Part 1 Title: Faculty Initiative on Teaching Reading at Kingsborough Community College

Part 2 Title: Rethinking Placement as Part of Redesigning Developmental Literacy: Using Multiple Measures and Directed Self-Placement to Improve Student Success

**Speakers:** Stacey Lee Donohue, Central Oregon Community College  
Emily Schnee, Kingsborough Community College  
Jane Denison-Furness  
Esther M. Gabay, Kingsborough Community College, Brooklyn NY  
Justin Jory, Salta Lake Community College

TYCA-Poster Session Poster Session

This presentation looks at the benefits of instructor humor in the online classroom environment as a means for engaging and retaining students. The poster will outline the research foundation for the use of humor and provide examples of possible

incorporation strategies in the form of online announcements, assignments, and activities.

Learn about how researching the topic of gardening, writing about gardening, and growing vegetables in a campus garden led to less student stress, more engagement in the writing process, and greater persistence for the students in the first-year composition classroom. The presenter will share testimonies, statistics, and photos highlighting this unique course design.

Recent events have emphasized the need for access to current, reliable information. New offline academic databases offer access to millions of article records, providing incarcerated composition students more equitable research opportunities while helping them to develop invaluable information and computer literacy skills.

**Speakers:** Amy Wortley  
Carrie Sample  
Jessica Licklider

### **B Sessions: 1:30–2:30 p.m. ET**

#### TYCA-B.1 Navigating Trauma in the Writing Classroom

This presentation will explore two topics courses created for students at Manchester Community College (NH) in response to the events surrounding the COVID-19 global pandemic. The first part of this workshop will highlight a literature course taught in spring 2021 while the second part will highlight a creative nonfiction writing course taught in summer 2021.

This presentation will look at procrastination through the lens of trauma-informed pedagogy to shift the discussion from time management to emotion management. Reframing our understanding of procrastination in this way can give us better tools to help our students, and perhaps even ourselves as instructors.

This presentation will discuss ways a faculty learning community (FLC) can help instructors stay connected and communicative as colleagues and diffuse some of the stress of teaching in the two-year college. Participants will be reminded of ways personal reading, writing, and reflecting can refuel instructors who work with underserved student populations and changing classroom environments.

Trauma is connected to literacy. We need to foster pedagogies that approach trauma associated with writing critically and compassionately. This presentation explores what it means to be an abused learner and highlights ways to help our most vulnerable students overcome traumatic writing experiences.

**Speakers:** Christine Oskar-Poisson, "I'm Not Dead Yet!" Teaching Literature and Writing of Pandemics at a Two-Year Community College while Living through a Pandemic

Brittany Roberts, "Procrastination as Trauma Response: Reframing Discussions around Procrastination to Improve to Student Outcomes"  
Cantice Greene, "The Benefits of FLCs and Teaching Writing during Trauma"  
Carolyn Gonzalez, "Trauma's Connection to Literacy and the Writing Classroom"

TYCA-B.2 Accessibility and Equity in Assessment, Teaching Materials, and Policymaking

The movement toward Open Educational Resources (OER) has grown rapidly in recent years. Many English instructors now hope to offer students free online access to a textbook from day one. Yet searching for OER texts and assessing their quality can be time-consuming. Here we will give a tour of popular peer-reviewed OER for introductory writing, rhetoric, and literature courses.

This session will reflect on the use of labor-based grading contracts in a developmental writing class. We will look at data comparing work and grades from before and after the contracts were implemented. We will also look at labor-based grading contracts and how they address equity issues in the classroom.

This presentation highlights specific limits and inflexibilities that grading contracts might present in two-year writing classrooms and offers a modified and more flexible grading system that employs labor-based assessment practices that do not depend on a fixed contract.

**Speakers:** Saramanda Swigart, "Considering OER? Efficient Ways to Find the Best Free, Adaptable Textbooks"

Anna Mills, "Considering OER? Efficient Ways to Find the Best Free, Adaptable Textbooks"

Rowan Bayne, "Everyone's in the 'Loop': Multimodal Discussion Cycles for an Inclusive Remote Classroom"

Alvina Mardhani-Bayne, "Everyone's in the 'Loop': Multimodal Discussion Cycles for an Inclusive Remote Classroom"

Michelle Kaschak, "Grading Contracts in the Developmental Writing Classroom"

Anna Hensley, "No Contract Required: Adapting Labor-Based Writing Assessment to the Two-Year College"

TYCA-B.3 Making the Normal Normal: Designing Linguistically and Culturally Sustaining Writing Courses

This interactive workshop focuses on culturally and linguistically sustaining strategies for redesigning writing courses. This session will help instructors create equitable and inclusive learning environments that support two-year college students in applying learning about language and culture to their own literacy experiences both inside and outside of school.

**Speakers:** Sarah Snyder, Arizona Western College, Yuma, AZ  
Joanne Giordano

TYCA-B.4 Reading in Crisis/Students in Community: Focusing on Texts Together

In this highly interactive 60-minute workshop, participants will engage with a college-level reading pedagogy that focuses attention on the distinctions between fact and opinion in texts while also building a sense of community around making meaning from the sentences we read together.

**Speakers:** Alexa Offenhauer, Raritan Valley Community College, New Jersey  
Michelle J. Brazier, Raritan Valley Community College, New Jersey

TYCA-B.5 Reimagining Returning Students in the Writing Classroom

This workshop will ask participants to think about ways of building on the strengths of the returning students in our classes. We will share a self-directed curriculum we have developed in our English 101, 102, and ALP classes at our institution. Most of the content of the workshop will come from participants as we brainstorm together to facilitate the brilliance of our returning students.

**Speakers:** Kris Messer, Community College of Baltimore County, Gwynn Oak, MD  
Jamey Gallagher, Community College of Baltimore County, Gwynn Oak, MD

TYCA-B.6 Openings and Challenges for White Faculty Engaging with Antiracist Work

Antiracist work seeks to create “more inclusive learning spaces” in support of “diverse college students.” Yet as two-year college faculty are majority white, engaging in antiracist work presents challenges for all faculty who seek to reinvent their classrooms and writing programs to counter white supremacist practices and values.

**Speakers:** DuValle Daniel, Shoreline Community College  
Asao Inoue, Arizona State University  
Jeffrey Klausman, Whatcom Community College  
Leticia Lopez, South Seattle College  
Travis Margoni, Yakima Valley College

TYCA-Special B For Adjuncts (and Our Stakeholders) by Adjuncts: Laboring in the Academy: Defining Our Labor

In 2021, TYCA built the foundation for this discussion by publishing “TYCA Working Paper #9: Contingent Labor and Workload in Two-Year College English.” This text identified several areas of concern for all contingent faculty by addressing employment conditions for contingent faculty. This special session will look more specifically at the part-time, adjunct laborers in academia and seek to define what this laboring looks like in 2022. Drawing on the working papers and scholarship from the last 50 years, this discussion will work to define the laboring done by adjunct leaders. As scholarship often suggests, the voice of the adjunct can be muted, which leads to frustration. This is a place to collaborate and listen to adjuncts, by adjuncts.

**Speaker:** Brian Harrell, University of Wisconsin-Green Bay/Northeast Ohio Medical University/University of Akron

**C Sessions: 2:45–3:45 p.m. ET**

TYCA-C.1 Engaging Students' Interests through Culturally Relevant Pedagogy

Many community colleges offer introduction to humanities courses, intended to help students become observant, reflective, and engaged members of their communities. This presentation makes an argument against chronology as the primary approach to teaching introduction to humanities courses and offers examples of assignments that focus on genre and narrative as a proposed alternative to chronology.

The rhetorical analysis is a common assignment, but how can we make ethos-pathos-logos pop? The celebrity apology slaps as a target text to give rhetorical analysis a glow up. I will share favorite mea culpas and students' reactions to engaging with them. Participants will be encouraged to chime in about who was frank and who was fake, who we stan and who we cancel.

Students often feel their interests aren't welcome in school. Teaching research on fanfiction cultivates interest, promotes agency and buy-in, and uplifts underrepresented voices and cultural icons. This session will examine results of a pilot study on teaching research on fanfiction and discuss practical applications of student choice in the two-year college writing classroom.

The traditional literary canon privileges certain voices while disregarding others, perpetuating disparities in the composition classroom. Discover how using counterstorytelling and mentor texts to disrupt the canon can empower students to investigate social structures that impact their lives so their writing becomes a tool for liberation and healing.

**Speakers:** Rebecca Burnett, LMC, Georgia Institute of Technology, "Moving beyond Chronology to Teach Humanities"

Maria Cochran, DMACC, "Moving beyond Chronology to Teach Humanities"

Tara Ptasnik, Madison College, "Regret, Recover, Reinvent: Teaching Rhetoric with Celebrity Apologies"

Landon Berry, Seminole State College of Florida "Student Choice Is Not (Fan) Fiction"

Mary Lawrence, Gateway Community College, "Writing for Liberation: Using Culturally Relevant Mentor Texts and Counterstorytelling to Foster Student Identities as Civically Engaged Writers"

TYCA-C.2 Preparing Students to Enter Social Justice Conversations

Two Black educators share their practices/methods for creating pro-Black classrooms, an essential turn/focus for two-year colleges, which typically serve majority nonwhite student populations, to address the flat, educational antiracist work that has not

disrupted anti-Blackness in community colleges. They share how they theorized the creation and modeled the practice of pro-Black classrooms.

The duty of teachers to champion curricula that uphold democratic values is critical as America is being threatened by online misinformation wars that encourage warped views and anger. This presentation highlights pedagogical practices that teach students how to understand, communicate, and build productive and respectful relationships with those that are different in a post-truth, online world.

For first-year writing instructors who seek to teach through a social justice and equity lens, this session will highlight a first-year writing sequence that both brings diverse voices and contentious topics into the course and leads students to challenge their own worldviews by carefully examining their influences and sources of information and then arguing on a topic that directly affects them.

**Speakers:** Sherry Deckman, Lehman College CUNY, “Digital Spaces and Pro-Black Classrooms”

Jordan Bell, Dutchess Community College, “Digital Spaces and Pro-Black Classrooms”

Kimberly Rotter, “English Teachers as American Democracy Activists: Upholding Fact and Principles of Equality, Community, and Social Justice in a Post-Truth, Online World”

TYCA-C.3 Using the Syllabus as a Tool for Inclusion: You're Welcome Here

This session will give participants the opportunity to examine best practices for fostering inclusivity in a syllabus, as well as an opportunity to revise their own syllabus to be more inclusive.

**Speakers:** Jodilynn Greico, Rockland Community College, Suffern, NY

Krista Quinn, Rockland Community College, Suffern, NY

TYCA-C.5 First Do No Harm: One Department's Self-Help for Antiracist Action

Four colleagues from an HSI two-year college will share the process we used to develop a contextualized antiracist intervention for first-year writing. We will describe the elements of our department's project and the initial results of our efforts, on our faculty and in our classrooms. We will engage participants in discussion about how they can apply these strategies in their own contexts.

**Speakers:** Dodie Forrest, Yakima Valley College, Yakima, WA

Olivia Hernandez, Yakima Valley College, Yakima, WA

Kristy Webster, Yakima Valley College, Yakima, WA

Carolyn Calhoon-Dillahunt, Yakima Valley College, Yakima, WA

TYCA-C.6 Writing as the Safe Space: Discussing the Trauma Spectrum and Our Classroom's Culture for Two-Year Colleges



In this discussion, we will share current data on students' living situations since 2020 and students' written narratives in response to multiple community chronic stressors. With this quantitative and qualitative information, we will lead a discussion on trauma as a spectrum of experience in students and faculty and how our classroom reflects and responds to our communities' trauma.

**Speakers:** Joanne Gonzalez, Lone Star College-Conroe Center  
Bruce Martin, Lone Star College-North Harris  
Allison Wright, Lone Star College, North Harris

#### TYCA-Special C DEI Standing Committee Roundtable

The Standing Committee on Diversity, Equity, and Inclusion would like to host a roundtable-style public forum at the 2022 TYCA Conference. We envision an opportunity to introduce committee members, share our vision and the work that we've done so far, and ask attendees to discuss any DEI-related challenges, concerns, and questions related to their experiences on their campuses and in their professional lives. This feedback would then be used to help us structure the Standing Committee's areas of focus and methods for supporting regional groups. The session would also provide a general opportunity for networking and collaboration regarding DEI work within our profession.

**Speakers:** Margot Vance, Illinois Central College  
Bethany Sweeney, Des Moines Area Community College  
Cassandra Goff, University of Utah

### **D Sessions: 4:00–5:00 p.m. ET**

#### TYCA-D.1 Creating Empathetic Spaces

As a result of the pandemic, writing instructors paid increased attention to empathetic practice in their online classrooms. Advocating for continued empathy-centered instruction in physical classroom, this presentation will articulate how instructors engaged empathy in online instruction and offer a space for further discussion.

This presentation describes how changing syllabus policies empowers students by increasing their confidence in the writing classroom and reducing their writing anxiety.

This presentation offers a recovery of compassion as a teaching disposition that can lead to more creative pedagogy. The presenters acknowledge that nontraditional students benefit from teachers' adoption of a disposition that seeks to honor their general need for flexibility and innovative approaches to their learning.

At the beginning of a writing tutorial, many students ask, "Is it [my essay] good?" A writing fellow shares how they have used this common question to generate formative

assessment strategies for individual writing tutorials with the aim of facilitating engaged, equitable learning experiences for students.

**Speakers:** Ethan Voss, University of Minnesota, “‘It’s Okay to Have Feelings’: Empathy in Post-Pandemic Writing Classrooms”

Cody Bursch, “University of Minnesota–Twin Cities, “‘It’s Okay to Have Feelings’: Empathy in Post-Pandemic Writing Classrooms”

Olivia Imirie, Salisbury University, “A Source of (Writing) Anxiety? Anxious Writers and Pandemic Pedagogy”

Jamie Edlin, Ivy Tech Community College, “Compassion First: Adopting Compassion as a Pedagogical Disposition”

Carl Schlachte, Colby College, “Compassion First: Adopting Compassion as a Pedagogical Disposition”

Alyssa Adkins, Saint Paul College, “‘Is It Good?’: An Investigation into this Ubiquitous Student Question”

## TYCA-D.2

### Equipping Nontraditional Students for Success in a Time of Flux

This session will explore how course policy shifts faculty made to create flexibility for students during the pandemic align with inclusivity and equitability best practices to support student success. The goal of the study is to identify the policy changes that promote community college student retention.

This presentation discusses the intersection of Writing Across the Curriculum (WAC), transfer theory, and student-centered pedagogies to create a rhetorically reflective FYC course that will help students gain the personalized education they need to be successful once they leave the FYC classroom.

This presentation proposes a short qualitative survey study of FYC students' ability to transfer knowledge from scaffolded lesson planning to a writing assessment. The presenter will discuss the data gathered from a pilot study before describing a larger study to determine the level of transfer in writing courses at a rural two-year college.

Less advantaged students often find themselves on the "outside" of academic discourse. This presentation uses Karen Barad's theory of diffraction to bypass the inside-outside paradigm that influences our actions in the classroom, instead looking to the disruptive boundaries between student discourse and academic discourse as a fresh starting place for collaborative learning.

**Speakers:** Elissa Cruz, Weber State University, “Rhetorically Reflective FYC: A Student-Centered, WAC-Aligned Foundation for Transfer”

Charles Grimm, “Scaffolding and Transfer: Gauging Student Transfer in FYC”

Paul Kratwell, University of Oregon, “The Cost of Success: A Diffractive Alternative to College Socialization”

TYCA-D.3 Transitioning to Online Learning: Experimenting with Digital Tools to Reach Students in a Pandemic

This interactive presentation will share the experiences of faculty teaching in a large English department at a community college located at the US epicenter of the pandemic: New York City. We share individual and departmental strategies for transitioning a department that had previously offered no fully online courses to a fully online modality within a week's notice.

**Speakers:** Zivah Katz, Queensborough Community College, CUNY, Bayside, NY  
Angela Ridinger-Dotterman, Queensborough Community College, CUNY, Bayside, NY  
John Yi, Queensborough Community College, CUNY, Bayside, NY  
Raquel Corona, Queensborough Community College, CUNY, Bayside, NY

TYCA-D.4 On the Path to Healing and Recovery: A Supportive Classroom Approach

This scaffolded PD session will share specific communication approaches to supportive classroom policy, instruction, and interpersonal communication. Participants will engage in an active and collaborative environment to learn techniques for including supportive language in these three tiers of their work.

**Speakers:** Rebecca Shelton, Bluegrass Community and Technical College, Lexington, KY  
Jon Thrower, Bluegrass Community and Technical College, Lexington, KY

TYCA-D.5 Expanding the Reach of Nature-Infused Curriculum: Experiential and Place-Based Learning and Reflection

Presentation of a developing study of the impact of a nature-infused curriculum and pedagogy on first-year community college students' engagement and well-being as we emerge from the restrictions of the pandemic.

**Speakers:** Susan Lago, Queensborough Community College-CUNY, Bayside, NY  
Robert McAlear, Queensborough Community College-CUNY, Bayside, NY  
Beth Counihan, Queensborough Community College-CUNY, Bayside, NY

TYCA-Special D Troubling Labor-Based Assessment in the TYC: Fumbling toward Equity

This roundtable will begin with the panelists sharing the challenges and affordances of labor-based/contract grading in the TYC setting and then will move into a participant discussion about socially just grading practices.

**Speakers:** Annie Del Principe, Kingsborough Community College, CUNY, Brooklyn, NY  
Esther M. Gabay, Kingsborough Community College, CUNY, Brooklyn, NY  
Cheryl Hogue Smith, Kingsborough Community College, CUNY, Brooklyn, NY

## TYCA Keynote Session: 5:15–6:15 p.m. ET

TYCA-Keynote TYCA Keynote with Tara Westover

## E Sessions: 6:30–7:30 p.m. ET

TYCA-E.1 Adapting Innovative Teaching Strategies in a Post-Pandemic World

This fall, many classes returned to pre-COVID instructional practices. Instructors of first-year writing classes needed to retrain students in habits of regular class attendance and on-time assignment submission. This presentation will review the benefits of timely coursework submission. It will also explain strategies attempted in fall 2021 to encourage students to turn work in on time.

This presentation will offer a model of an online corequisite composition course and provide an overview of the (unexpected) benefits and challenges of online corequisite instruction that are also applicable to nonintegrated composition courses. This presentation will rely on faculty firsthand observations and student success data.

SWIG is a collaborative HIP that connects students across two or more disciplines and gets them working in groups asynchronously in a virtual space. This program, especially relevant in the age of remote learning, enables students to use their preexisting knowledge to engage with peers in a student-centered learning environment where they recognize and apply different disciplinary lenses.

This pandemic has been challenging for all instructors; we have had to reinvent our teaching to accommodate this worldwide health crisis. This presentation will examine the good, the bad, and the ugly that have occurred over the past 18 months in teaching Integrated Reading and Writing (IRWD) in a hyflex/live online classroom.

**Speakers:** Laura Cruse, Southeast Technical College, SD, “Curbing A la Carte Coursework: Steering Students To On-Time Completion of Assignments”

Marc Azard, Collin College, “Herding Cats: Lessons on Teaching Co-Requisite Composition in the Online Classroom”

Kristen Weinazapfel, North Central Texas College, “Herding Cats: Lessons on Teaching Co-Requisite Composition in the Online Classroom”

Rochelle Gregory, North Central Texas College, “Herding Cats: Lessons on Teaching Co-Requisite Composition in the Online Classroom”

Brigitte Tilley, Queensborough Community College, “Students Working in Interdisciplinary Groups: Utilizing High Impact Practices in the Post-Remote Learning Era”

Felicia Dz Stovall, Midland College, “The Cost of Success: A Diffractive Alternative to College Socialization”

TYCA-E.2 Reflecting On, Rethinking, and Reforming Our Profession

After a year of dedicating ourselves to being excellent online teachers, some of us might be wondering—what is the best use of in-person class time? We will discuss how new frameworks, such as a trauma-informed perspective, can help us reprioritize our classroom strategies, such as assessment methods, delivery methods, and choices of course reading materials.

The work of writing program administration in community colleges, often contingent on little funds and intense workloads, needs centralized support to carve space for increased student success. This presentation will explore the progression of the composition program at Monroe Community College, a public two-year institution serving 25,000 students in Rochester, NY

The currere method of reflective writing is presented as a way to cope with pandemic experiences and move forward with informed curricular intentionality. To engage this method, the presentation includes an overview of currere research related to writing pedagogy as well as examples of currere practice exploring mid-pandemic career change and positive curricular and pedagogical decisions.

**Speakers:** Kimberly Torres, Cisco College, “How Important Is a Comma When the World Is on Fire?”

Katie New, Cisco College, “How Important Is a Comma When the World Is on Fire?”

Angelique Johnston, Monroe Community College, “Rediscovering Joy: One Community College’s Journey Toward Writing Program Administration”

John Andelfinger, San Jacinto College, “Using Currere Reflective Narrative to Learn From Mid-Pandemic Career Change”

TYCA-E.3 Students Seen, Voices Heard: Redesigning Curriculum and Sharing e-Portfolios for Culturally Responsive Teaching

In this session, the presenters will share pedagogical approaches to help engage students while rethinking the purpose of the writing classroom. Presenters will show how to use the life experiences of our students to draw connections between a course's material and the rich cultural backgrounds of a diverse student population, especially one immersed in a national reckoning with equity.

**Speakers:** Tanya Da Silva, Passaic County Community College, Paterson, NJ

Bijal Pandya-Provenza, Passaic County Community College, Paterson, NJ

Alexandra Della Fera, Passaic County Community College, Paterson, NJ

TYCA-E.4 Creating Recovery: Leveraging Creativity to Address Noncognitive Issues

This workshop explores how creative practice can address noncognitive issues in a composition classroom. Presenters will showcase a variety of creative activities designed to improve motivation, cope with frustration, and help students better engage

with their college communities. Attendees will discuss the role of creative practice in the classroom and will participate in a hands-on demo.

**Speakers:** Lisa McCoskey, Lake Michigan College  
Seam Newmiller, Lake Michigan College

TYCA-Special E Writing for TETYC: What Does It Mean to Be a Teacher-Scholar in the Two-Year College?

In this panel led by *TETYC* reviewers, the journal's Editorial Fellow and Editor will discuss being a working scholar while teaching in the two-year college. The reality of high teaching loads and limited institutional resources can make writing and publishing scholarship a challenge in the two-year college. Further, even though there is a long and robust record of two-year teacher-scholars publishing in peer-reviewed journals, there is still a stigma about the value of two-year teacher-scholar work. This panel will discuss writing, reviewing, and publishing in the two-year college context amid these circumstances. We will focus on important topics in current two-year teacher-scholar contexts, including writing, research, and review practices in *TETYC*. The session will provide ample time for the panel to answer audience questions. The panel seeks to benefit two-year teacher-scholars who want to write for publication and scholars who want to publish about two-year college issues.

**Speakers:** Darin Jensen, Salt Lake Community College  
Charissa Che, Queensborough Community College, Bayside NY

### **TYCA Closing Session: 7:45—8:45 p.m. ET**

TYCA-Closing **Speakers:** Charissa Che, Queensborough Community College, Bayside NY  
Jason Evans  
Stephanie Maenhardt